RESEARCH PLAN PROPOSAL

Optimism, Resilience, Self Efficacy and Attachment in Relation to Academic Stress in Adolescents

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INTRODUCTION

Stress

Stress is a subjective feeling that occurs when an event requires a change in an individual's behavior, physical status, or cognitions based on his/her personal appraisal of the environment (Selye, 1976). Coping mechanisms are activated when the environment and person interact and processes of appraisal and response occur (Lok & Bishop, 1999; Lopez & Gormley, 2002). The person appraises the situation and available coping resources. When 8 perceived demands of the environment exceed perceived available resources of the person, that person subjectively feels stress (Cohen, 1986). Subjective stress varies from person to person. Some people are more vulnerable to stress, as hypothesized in the diathesis-stress theory (Lazarus & Folkman, 1984; Moos & Schaefer, 1993). The diathesis-stress theory postulates that psychological and physiological vulnerabilities make some people more sensitive to stress, more likely to perceive environmental events as threatening, and more likely to react to perceived threats or stress in their environment. There is an ongoing interaction process between people and their environments. As the environment impacts the person, the person also impacts the environment (Lazarus & Folkman, 1987; Moos & Schaefer, 1993). This interaction is characteristic of full-time college students who face many life changes that increase stress. These life changes include increased independence, academic responsibilities, and self management skills. High stress levels are associated with low academic achievement among four-year students but this relationship has not been clearly examined among two-year community college students (Andrews & Wilding, 2004; Chemers et al., 2001).

Psychological Stress: The Lazarus Theory

Two concepts are central to any psychological stress theory: *appraisal*, i.e., individuals' Evaluation of the significance of what is happening for their well-being, and *coping*, i.e. individuals' efforts in thought and action to manage specific demands (cf. Lazarus 1993). In the latest version (see Lazarus 1991), stress is regarded as a *relational* concept, i.e., stress is not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress is viewed as a relationship (`transaction') between individuals and their environment. `Psychological stress refers to a relationship with the environment that the person appraises as significant for his or her well being and in which the demands tax or exceed available coping resources' (Lazarus and Folkman 1986, p. 63). This definition points to two processes as central mediators within the person–environment transaction: *cognitive appraisal* and *coping*.

Academic Stress

Stress is body's way of responding to any kind of demand. The stress which occurs due to academic problem is known as Academic stress. Studies have provided evidence that school issues are generally a concern felt among adolescents around the world, although for Asian societies, the pressure to perform in school is more acute. Many students enter school excited about being in college. Once classes start, students map out assignment due dates and do their best to keep up with the work. In practice, however, doing quality work and turning it on time is a challenge that can easily lead to stress, especially when unforeseen events occur. Teachers expect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work, or to travel to school. Missing deadlines, regardless of the reason, is stressful, especially because missing work leads to falling behind. Even well-prepared students will experience stress, especially if they spend a lot of time on assignments but do not receive the grade they expected. Overstress causes problems and discomfort, and can have serious effects on people. Specifically, students, who are accustomed to senior high school environments, enter a completely new world once they go to university. In addition, most students who need to leave their homes to study for the first time not only have to readjust to the new environment, but they also need to familiarize themselves with new people, situations and methods.

Causes of Academic Stress

As we know there are several reasons for academic stress among students. These reason could include:

- Fear of examination,
- Family or parental problems,
- Teaching methodology,
- Over competitiveness,
- Large amount of content to master in a small amount of time or work load,
- Spend a lot of time on assignments but do not receive the grade they expected,
- Ineffective study habit

Remedial Measures

There are remedial measures also available that can be helpful in managing the academic stress.

- **Create a Space**
  As you set up your living space, be sure there's a quiet space for you to focus and concentrate. If your roommate is noisy or ever-present, that may mean finding a favorite nook in the library or

coffee shop to frequent. Otherwise, set up a nice desk for yourself where you can keep everything you need, focus, and get things done.

- **Create a Schedule**
  When planning your activities, be sure you allow yourself the time you need to study and get work done. You may require more time than you realize at first, so it's best to over-estimate when it comes to study hours, so you don't have to pull all-nighters and end up paying for it the next few days.

- **Manage Time Wisely:** It's important to give yourself plenty of time to work on your studies if you want to do well, and you can save yourself a lot of stress if you plan ahead with good time management skills. Setting up a schedule for study, breaking up your studies into smaller chunks, and other time management skills are essential.

- **Get Enough Sleep:** If you want your performance to be optimum you need to be well-rested. Research shows that those who are sleep-deprived have more trouble learning and remembering, and perform more poorly in many areas. Work your schedule so you get enough sleep, or take power naps.

- **Create a Good Study Environment:** Creating a soothing environment can reduce stress *and* help you learn. Aromatherapy, for example, is a known stress reliever, and peppermint essential oil is said to wake up your brain, so I recommend burning it as you study. Playing classical music as you study can also soothe you and help you learn (unless you find it distracting)

- **Know Your Learning Style:** It's important to know whether you're a visual, kinesthetic or auditory learner, as you can tailor your study practices around your particular learning style and make success easier to attain.

- **Practice Visualizations:** Visualizations and imagery are proven stress management techniques. One can also reduce student stress and improve test performance by imagining oneself achieving one's goals. Take a few minutes each day and visualize, in detail, what you'd like to happen, whether it's giving a presentation without getting nervous, acing an exam, or something else that will support your success. Then work hard and make it happen!

- **Get Organized:** Have a system of organization for note-taking, keeping track of assignments, and other important papers. Being organized can bring you the peace of mind that comes from knowing where everything is, remembering deadlines and test dates, and clearing your mind of some of the mental clutter that disorganization brings. Keep a calendar, a schedule, and a filing system for your school assignments and you'll find it prevents a significant amount of stress!

Dispositional Optimism

Optimism is a dispositional tendency of an individual to hold generalized positive expectancies "…when people confront adversity of difficulty in their liver."These generalized expectancies apply to the individual's entire life domain. This approach to understanding optimism measures expectancies directly by asking individuals to indicate the extent to which they believe their future outcomes will be good or bad. For the optimist, there is an expectancy that good outcomes will occur even when one is confronted with major obstacles (Scheier & Carver, 1985). With an optimistic disposition, Ben-Zur (2003) found that an individual tends to have a positive view of goal-fulfilling expectations which in turn affects his/her motivation and the amount of effort made to fulfill these expectations. Klaczynski and Fauth (1996) noted that to a large extent, optimism can be perceived as a motivational aspect of future expectations that may influence both the types of goals individuals set and the enthusiasm they have for fulfilling these expectations. Seligman (1990) believed that optimism is very influential in a person's life. According to him, optimist sees failure as a set back or a roadblock, but not the end of the line. He also said that failure usually leads to temporary depression, but the optimists have an easier time with it. Optimism helps people in life, such as coping skills, acceptance, health, humor etc.

Research has also shown optimism to have a moderating effect on how people handle new or difficult situations. When faced with difficult situations, optimists are also more likely to have positive emotional reactions and expectations. They expect to have positive outcomes even when things are difficult; they tend to take an attitude of confidence and persistence. Optimists also tend to assume that adversity can be successfully handled in one way or another and they are more likely to employ active and problem-focused coping strategies than avoidance or withdrawal (Carver & Scheier, 1985; Chemers, Hu, & Garcia, 2001; Scheier et al., 1986).

Resilience

Resilience in psychology is the positive capacity of people to cope with stress and adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or using the experience of exposure to adversity to produce a "steeling effect" and function better than expected. Resilience is most commonly understood as a process, and not a trait of an individual. Recently there has also been evidence that resilience can indicate a

capacity to resist a sharp decline in functioning even though a person temporarily appears to get worse. A child, for example, may do poorly during critical life transitions (like entering junior high) but experience problems that are less severe than would be expected given the many risks the child faces. It can also be defined as “Resilience is a dynamic process that individuals exhibit positive behavioral adaptation when they encounter significant adversity,http://en.wikipedia.org/wiki/Psychological_resilience - cite_note-14 trauma, tragedy, threats, or even significant sources of stress.”

Resilience is a two-dimensional construct concerning the exposure of adversity and the positive adjustment outcomes of that adversity. This two-dimensional construct implies two judgments: one about a "positive adaptation" and the other about the significance of risk (or adversity). One point of view about adversity could define it as any risks associated with negative life conditions that are statistically related to adjustment difficulties. Positive adaptation, on the other hand, is considered in a demonstration of manifested behavior on social competence or success at meeting any particular tasks at a specific life stage. Resilience has been shown to be more than just the capacity of individuals to cope well under adversity. Resilience is better understood as both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways. A key requirement of resilience is the presence of both risks and protective factors that either help bring about a positive outcome or reduce or avoid a negative outcome. The protective factors that can help youth avoid the negative effects of risks may be either assets or resources. Assets are the positive factors that reside within the individual, such as competence, coping skills, and self-efficacy. Resources are also positive factors that help youth overcome risk, but they are external to the individual. Resources include parental support, adult mentoring, or community organizations that promote positive youth development. The term resources emphasizes the social environmental influences on adolescent health and development, helps place resilience theory in a more ecological context, and moves away from conceptualizations of resilience as a static, individual trait. It also stresses that external resources can be a focus of change to help adolescents face risks and prevent negative outcomes.

Researchers have suggested that resilience and vulnerability are opposite poles on the same continuum, but this may not always be the case. Vulnerability refers to increased likelihood of a negative outcome, typically as a result of exposureto risk. Resilience refers to avoiding the problems associated with being vulnerable.

Two major approaches have characterized the research on resilience in development. *Variable focused* approaches examine the linkages among characteristics of individuals, environments,

and experiences to try to ascertain what accounts for good outcomes on indicators of adaptation when risk or adversity is high. This method effectively draws on the power of the whole sample or the entire risk group, as well as the strengths of multivariate statistics. It is well suited to searching for specific protective factors for particular aspects of adaptation. *Person-focused* approaches identify resilient people and try to understand how they differ from others who are not faring well in the face of adversity or who have not been challenged by threats to development. This approach reflects the perspective that resilience is configural, in that individuals are viewed as resilient because they are doing well in multiple ways, rather than just one. This approach is well suited to studying diverse lives through time.

Self efficacy

According to **Albert Bandura,** self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (1995). In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994). Self-Efficacy as one's belief in his/her ability to succeed in specific situations. One's sense of self efficacy can play a major role in how one can approach to their goals, tasks, and challenges. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. Self-efficacy can also be defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

How self-efficacy affects human function

- **Choices regarding behavior**

  People will be more inclined to take on a task if they believe they can succeed. People generally avoid tasks where their self-efficacy is low, but will engage in tasks where their self-efficacy is high. People with a self-efficacy significantly beyond their actual ability

often overestimate their ability to complete tasks, which can lead to difficulties. On the other hand, people with a self-efficacy significantly lower than their ability are unlikely to grow and expand their skills. Research shows that the 'optimum' level of self-efficacy is a little above ability, which encourages people to tackle challenging tasks and gain valuable experience.

- **Motivation**

  People with high self-efficacy in a task are more likely to make more of an effort, and persist longer, than those with low efficacy. The stronger the self-efficacy or mastery expectations, the more active the efforts. On the other hand, low self-efficacy provides an incentive to learn more about the subject. As a result, someone with a high self-efficacy may not prepare sufficiently for a task.

- **Thought patterns & responses**

  Low self-efficacy can lead people to believe tasks are harder than they actually are.This often results in poor task planning, as well as increased stress. Observational evidence shows that people become erratic and unpredictable when engaging in a task in which they have low self-efficacy. On the other hand, people with high self-efficacy often take a wider overview of a task in order to take the best route of action. People with high self-efficacy are shown to be encouraged by obstacles to make a greater effort. Self-efficacy also affects how people respond to failure. A person with a high self-efficacy will attribute the failure to external factors, where a person with low self-efficacy will attribute failure to low ability. For example; a person with high self-efficacy in regards to mathematics may attribute a poor result to a harder than usual test, feeling sick, lack of effort or insufficient preparation. A person with a low self-efficacy will attribute the result to poor ability in mathematics.

- **Health Behaviors**

  Health behaviors such as non-smoking, physical exercise, dieting, condom use, dental hygiene, seat belt use, or breast self-examination are, among others, dependent on one's level of perceived self-efficacy (Conner & Norman, 2005). Self-efficacy beliefs are cognitions that determine whether health behavior change will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and failures. Self-efficacy influences the effort one puts forth to change risk behavior and the persistence to continue striving despite barriers and setbacks that may undermine motivation. Self-efficacy is directly related to health behavior, but it also affects health behaviors indirectly through its impact on goals. Self-efficacy influences the challenges

that people take on as well as how high they set their goals (e.g., "I intend to reduce my smoking," or "I intend to quit smoking altogether"). A number of studies on the adoption of health practices have measured self-efficacy to assess its potential influences in initiating behavior change (Luszczynska, & Schwarzer, 2005). Often single item measures or very brief scales (e.g., 4 items) have been used. It is actually not necessary to use larger scales if a specific behavior is to be predicted. More important is rigorous theory-based item wording. A rule of thumb is to use the following semantic structure: "I am certain that I can do *xx*, even if *yy* (barrier)" (Schwarzer, 2008). If the target behavior is less specific, one can either use more items that jointly cover the area of interest, or develop a few specific sub-scales. Whereas general self-efficacy measures refer to the ability to deal with a variety of stressful situations, measures of self-efficacy for health behaviors refer to beliefs about the ability to perform certain health behaviors. These behaviors may be defined broadly (i.e., healthy food consumption) or in a narrow way (i.e., consumption of high-fibre food).

- **Academic Productivity**

  Research done by Sharon Andrew and Wilma Vialle also show the connection between personalized self-efficacy and productivity. They studied the academic achievements of students involved in science classes in Australia and found that students with high levels of self-efficacy show a boost in academic performance compared to those who reported low self-efficacy. The researchers found that confident individuals typically took control over their own learning experience and were more likely to participate in class and preferred hands-on learning experiences. Those individuals reporting low self-efficacy typically shied away from academic interactions and isolated themselves in their studies.

Attachment

Attachment relationships are affectional enduring bonds central to the life of an individual. Secure adult attachment develops trust, facilitates exploration of the environment, and increases self-confidence (Ainsworth, 1984; Bernier et al., 2004; Bowlby, 1979). Some researchers have viewed attachment as stable and continuous throughout adulthood (Waters, 1978), whereas others have viewed attachment as changing and transitional (Rutter, 1994; Sroufe et al., 2005). Some theorists believe that relationships recreate the basic characteristics of the earlier mother-child relationship as modified through adaptation to other attachment relationships (Ainsworth, 1969, 1984; Bowlby, 1951, 1969, 1980). The impact of previous and current relationships also affects future relationships. Consequences of secure attachment relationships have life-long impact in many spheres (Larose,Bernier, & Tarabulsy, 2005; Sroufe, Egeland, Carlson, & Collins, 2005), including academic achievement (Bernier et al., 2004; Lopez & Gormley, 2002; Lopez, Melendez, & Rice, 2000). Past research

indicates that secure attachments result in higher achievement among four-year college students (Aspelmeier & Kerns, 2003; Bernier et al., 2004; Perrine, 1998; 10 Soucy & Larose, 2000). Regardless of their origin, secure relationships are beneficial for four-year college students.

Review of Literature

Ang and Huan (2006) conducted a study on 430 secondary students of Singapore on the role of optimism together with gender student perception of academic stress and found that adolescent who are optimist tented to report less academic stress while pessimistic adolescent reported greater academic stress.

Ms. Shazia Malik and Dr. Ghazala Rehman (2004) conducted a study on 100 college students (50 boys and 50 girls) they all were students of F.Sc second year ranging in ages from 17 to 19 to see the effect of an individual's thinking style such as optimism/pessimism on his/her vulnerability to physical and psychological stress and they found optimistically oriented people are less susceptible to stress or stressors and they are academically high achievers. Whereas, pessimistic people are more prone to excessive worries and tensions.

Michael Sheard and Jim Golbya (2004) conducted a study on 134 students from a university in England on identifying the hardiness components that would explain variation in the academic performance, it was found that total hardiness was significantly, positively co-related with academic success criteria.

A study by Scott E. Wilks on the sample of 340 social work students from 3 accredited schools in U.S. to examine the relationship between academic stress and perceived resilience indicated a negative relationship between resilience and academic stress.

Adedeji Tella, Adevinka Tella and Olufemi Adeniyi (2009) conducted a study with 500 students comprising 300 boys and 200 girls selected from 25 secondary schools on self efficacy as a predictor of academic achievement of junior secondary school students. It was found that self efficacy relatively contribute significantly to the prediction of academic achievement.

John Lane and Andrew Lane (2001) conducted a research with 76 post graduate students enrolled on management programs to examine the predictive effectiveness of self efficacy in an academic setting. Findings from this study suggested that self efficacy has some utility in an academic setting.

Simpson & Rholes, (1998) found that adult attachments guide one's interpretations of potentially stressful events and one's reaction to the events . For example, insecurely attached adults were more likely to perceive events as stressful and threatening and react with less effective coping mechanisms than securely attached adults.

Objectives

- To investigate the relationship between Dispositional Optimism and Academic Stress.
- To study the relationship between Resilience and Academic Stress.
- To explore the relationship between Self Efficacy and Academic Stress.
- To investigate the relationship between Attachment and Academic Stress.
- To study the interaction of variables of the study in relation to Academic Stress.

Hypotheses

To fulfill the above objectives the following hypotheses have been formulated:

- Hypothesis 1: Academic Stress will be negatively related to Dispositional Optimism.
- Hypothesis 2: Academic Stress will be negatively related to Resilience.
- Hypothesis 3: Academic Stress will be negatively related to Self Efficacy.
- Hypothesis 4: Academic Stress will be negatively related to Attachment.
- Hypothesis 5: The four measures of the study will significantly contribute to predict academic stress.

Methodology

Rationale

Studies have provided evidence that school issues are generally a concern felt among adolescents around the world, although for Asian societies especially Indian society, the pressure to perform in school is more acute. In India students have been found to be highly competitive and have a strong drive to achieve academic excellence. These students faced

strong pressure from their parents and themselves to excel academically. Research studies have reported that students rate school demands as one of their main source of stress. Such a finding suggests that while examination grades are considered to be highly important, these adolescents feel that they could not attain standards that were perceived to be satisfactory. Studies on the Indian adolescents indicated a close association between negative consequences such as excessive stress and the emphasis on academic excellence. Research in this field has so far focused on academic stress with respect to life events and coping strategies in general. However coping strategies are not only affected by situational factors but also by the impact of individual personality traits. Secondly, the focus of the existing literature has been on the negative aspect of stress and coping. The present study will take into consideration the positive aspect of personality and inter personnel relationships in understanding the phenomena of academic stress. Positive variables such as optimism, resilience, self efficacy and attachment have been found to contribute to adolescents' well being by buffering the effects of stress as well as in promoting healthful coping and engagement in positive behaviors. Since there is an acute paucity of research findings relating to positive personality and interpersonal factors to academic stress in adolescents especially in Indian context it occurred to this investigator to undertake a study on resilience, dispositional optimism, self efficacy and attachment in relation to academic stress in adolescents. This study will give new insight into planning intervention strategies and mitigating the effect of academic stress.

Research Design

Design of study will be Correlational Research Design.

Sample

The sample of the study will consists of 300 senior school students (both boys and girls) drawn from public, private and missionary schools affiliated by Central Board of Secondary Education (CBSE) of the Jaipur city. Based on the following criteria of inclusion and exclusion.

- Criteria for Inclusion
    a) Age group will be between 16yrs to 18yrs.
    b) All subjects will be from grade XI and XII.
    c) All subjects will be from science stream.
    d) All subjects will be from co - educational school.
    e) All subjects will belong to middle and upper middle class.
- Criteria for Exclusion

a) All subjects below the age of 16yrs and above the age of 18yrs.

b) Subjects studying in non-recognized schools and government schools.

c) Subjects studying in boards other than CBSE.

d) Subjects suffering from psychological ailments and physical disabilities.

e) Drop outs of previous years.

Probability sampling will be employed to select the sample.

Measures

- Life orientation test revised(LOT-R)(Scheier, Carver and Bridges , 1994)
- Resilience Scale (RS – 14) (Wagnild and Heather, 2009)
- General Self Efficacy Scale (Schwarzer, & Jerusalem,1995)
- Academic Expectation Stress Inventory (Ang and Huan, 2006).
- The Inventory of Parent and Peer Attachment(IPPA) (Armsden & Greenberg,1989)

Statistics

- The statistics used will be:
- Mean
- Standard Deviation
- Correlation
- Regression Analysis.
- Other relevant higher statistical measures.

Limitations of the study

- The present study is going to be limited due to time restrictions therefore confined only to 300cases.
- Only objective test will be used in the study without supplementing it with some data obtained by using some projective tests.
- Government school students have not been included in the sample.
- Students only from science stream have been studied.

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Appendices

Appendix A

Revised Life Orientation Test (LOT-R)

Instructions:
Please answer the following questions about yourself by indicating the extent of your agreement using the following scale:

[0] = strongly disagree
[1] = disagree
[2] = neutral
[3] = agree
[4] = strongly agree

Be as honest as you can throughout, and try not to let your responses to one question influence your response to other questions. There are no right or wrong answers.

_____ 1. In uncertain times, I usually expect the best.
_____ 2. It's easy for me to relax.
_____ 3. If something can go wrong for me, it will.
_____ 4. I'm always optimistic about my future.
_____ 5. I enjoy my friends a lot.
_____ 6. It's important for me to keep busy.
_____ 7. I hardly ever expect things to go my way.
_____ 8. I don't get upset too easily.
_____ 9. I rarely count on good things happening to me.
_____ 10. Overall, I expect more good things to happen to me than bad.

Appendix B

The 14-Item Resilience Scale (RS-14)

Date_____

Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Circle the number which best indicates your feelings about that statement. For example, if you strongly disagree with a statement, circle "1". If you are neutral, circle "4", and if you strongly agree, circle "7", etc.

Circle the number in the appropriate column	Strongly Disagree						Strongly Agree
1. I usually manage one way or another.	1	2	3	4	5	6	7
2. I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
3. I usually take things in stride.	1	2	3	4	5	6	7
4. I am friends with myself.	1	2	3	4	5	6	7
5. I feel that I can handle many things at a time.	1	2	3	4	5	6	7
6. I am determined.	1	2	3	4	5	6	7
7. I can get through difficult times because I've experienced difficulty before.	1	2	3	4	5	6	7
8. I have self-discipline.	1	2	3	4	5	6	7
9. I keep interested in things.	1	2	3	4	5	6	7
10. I can usually find something to laugh about.	1	2	3	4	5	6	7
11. My belief in myself gets me through hard times.	1	2	3	4	5	6	7
12. In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	7
13. My life has meaning.	1	2	3	4	5	6	7
14. When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7

Appendix C

General self efficacy scale

1 I can always manage to solve difficult problems if I try hard enough.

2 If someone opposes me, I can find the means and ways to get what I want.

3 It is easy for me to stick to my aims and accomplish my goals.

4 I am confident that I could deal efficiently with unexpected events.

5 Thanks to my resourcefulness, I know how to handle unforeseen situations.

6 I can solve most problems if I invest the necessary effort.

7 I can remain calm when facing difficulties because I can rely on my coping abilities.

8 When I am confronted with a problem, I can usually find several solutions.

9 If I am in trouble, I can usually think of a solution

10 I can usually handle whatever comes my way.

1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true

Appendix D

Academic Expectation Stress Inventory

There are no right or wrong answers. Read each statement carefully and decide how well it describes you using the following scales Circle the number that best describes you.

1 = Never True
2 = Seldom True
3 = Sometimes True
4 = Often True
5 = Almost Always True

1.	I feel stressed when I do not live up to my own standards.	1	2	3	4	5
2.	When I fail to live up to my own expectations, I feel I am not good enough.	1	2	3	4	5
3.	I usually cannot sleep and worry when I cannot meet the goals I set for myself.	1	2	3	4	5
4.	I blame myself when I cannot live up to my parents' expectations of me.	1	2	3	4	5
5.	I feel I have disappointed my teacher when I do badly in school.	1	2	3	4	5
6.	I feel I have disappointed my parents when I do poorly in school.	1	2	3	4	5
7.	I feel stressed when I know my parents are disappointed in my exam grades.	1	2	3	4	5
8.	When I do not do as well as I could have in an examination or test, I feel stressed.	1	2	3	4	5
9.	I feel lousy when I cannot live up to my teacher's expectations.	1	2	3	4	5

Appendix E

The Inventory of Parent and Peer Attachment (IPPA)

This questionnaire asks about your relationships with important people in your life – your mother, your father, and your close friends. Please read the directions to each part carefully.

Part I

Each of the following statements asks about your feeling about your mother, or the woman who has acted as your mother. If you have more than one person acting as your mother (e.g., a natural mother and a stepmother) answer the questions for the one you feel has most influenced you.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Almost never or never true	Not very often true	Some-times	Often true	Almost always or true always
1. My mother respects my feelings.	1	2	3	4	5
2. I feel my mother does a good job as my mother.	1	2	3	4	5
3. I wish I had different mother.	1	2	3	4	5
4. My mother accepts me as I am.	1	2	3	4	5
5. I like to get my mother's point of view on things I'm concerned about.	1	2	3	4	5
6. I feel it's no use letting my feelings show around my mother.	1	2	3	4	5
7. My mother can tell when I'm upset about something.	1	2	3	4	5
8. Talking over my problems with my mother makes me feel ashamed or foolish.	1	2	3	4	5

9. My mother expects too much from me.	1	2	3	4	5
10. I get upset easily around my mother.	1	2	3	4	5
11. I get upset a lot more than my mother knows about.	1	2	3	4	5
12. When we discuss things, my mother cares about my point of view.	1	2	3	4	5
13. My mother trusts my judgment.	1	2	3	4	5
14. My mother has her own problems, so I don't bother her with mine.	1	2	3	4	5
15. My mother helps me to understand myself better.	1	2	3	4	5
16. I tell my mother about my problems and troubles.	1	2	3	4	5
17. I feel angry with my mother.	1	2	3	4	5
18. I don't get much attention from my mother.	1	2	3	4	5
19. My mother helps me to talk about my difficulties.	1	2	3	4	5
20. My mother undertands me.	1	2	3	4	5
21. When I am angry about something, my mother tries to be understanding.	1	2	3	4	5

22. I trust my mother.	1	2	3	4	5
23. My mother doesn't understand what I'm going through these days.	1	2	3	4	5
24. I can count on my mother when I need to get something off my chest.	1	2	3	4	5
25. If my mother knows something is bothering me, she asks me about it.	1	2	3	4	5

Part II

This part asks about your feeling about your father, or the man who has acted as your father. If you have more than one person acting as your father, (e.g., natural and stepfathers) answer the questions for the one you feel has most influenced you.

	Almost never Or never true	Not very often true	Some-times	Often true	Almost always or true always
1. My father respects my feelings.	1	2	3	4	5
2. I feel my father does a good job as my father.	1	2	3	4	5
3. I wish I had a different father.	1	2	3	4	5
4. My father accepts me as I am.	1	2	3	4	5
5. I like to get my father's point of view on things I'm concerned about.	1	2	3	4	5
6. I feel it's no use letting my feelings show around my father.	1	2	3	4	5

7. My father can tell when I'm upset about something.	1	2	3	4	5
8. Talking over my problems With my father makes me Feel ashamed or foolish.	1	2	3	4	5
9. My father expects too much from me.	1	2	3	4	5
10. I get upset easily around my father.	1	2	3	4	5
11. I get upset a lot more than my father knows about.	1	2	3	4	5
12. When we discuss things, my father cares about my point of view.	1	2	3	4	5
13. My father trusts my judgment.	1	2	3	4	5
14. My father has his own problems, so I don't bother him with mine.	1	2	3	4	5
15. My father helps me to understand myself better.	1	2	3	4	5
16. I tell my father about My problems and troubles.	1	2	3	4	5
17. I feel angry with my father.	1	2	3	4	5
18. I don't get much attention from my father.	1	2	3	4	5
19. My father helps me to talk about my difficulties.	1	2	3	4	5
20. My father understand me.	1	2	3	4	5
21. When I am angry about	1	2	3	4	5

something, my father tries to be understanding.					
22. I trust my father.	1	2	3	4	5
23. My father doesn't understand what I'm going through these days.	1	2	3	4	5
24. I can count on my father when I need to get something off my chest.	1	2	3	4	5
25. If my father knows something is bothering me, he asks me about it.	1	2	3	4	5

Part III

This part asks about your feelings about your relationships with your close friends. Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Almost never never true	Not very often true	Some-times	Often true	Almost always or true always
1. I like to get my friends' points of view on things I'm concerned about.	1	2	3	4	5
2. My friends can tell when I'm upset about something.	1	2	3	4	5
3. When we discuss things, my friends care about my point of view.	1	2	3	4	5
4. Talking over my problems with my friends makes me feel ashamed or foolish.	1	2	3	4	5
5. I wish I had different	1	2	3	4	5

friends.

6. My friends understand me.	1	2	3	4	5
7. My friends help me to talk about my difficulties.	1	2	3	4	5
8. My friends accept me as I am.	1	2	3	4	5
9. I feel the need to be in touch with my friends more often.	1	2	3	4	5
10. My friends don't understand what I'm going through these days.	1	2	3	4	5
11. I feel alone or apart when I'm with my friends.	1	2	3	4	5
12. My friends listen to what I have to say.	1	2	3	4	5
13. I feel my friends are good friends.	1	2	3	4	5
14. My friends are fairly easy to talk to.	1	2	3	4	5
15. When I am angry about something, my friends try to be understanding.	1	2	3	4	5
16. My friends help me to understand myself better.	1	2	3	4	5
17. My friends care about how I am.	1	2	3	4	5
18. I feel angry with my friends.	1	2	3	4	5
19. I can count on my friends when I need to get something off	1	2	3	4	5

my chest.

20. I trust my friends.	1	2	3	4	5
21. My friends respect my feelings.	1	2	3	4	5
22. I get upset a lot more than my friends know about.	1	2	3	4	5
23. It seems as if my friends are irritated with me for no reason.	1	2	3	4	5
24. I can tell my friends about my problems and troubles.	1	2	3	4	5
25. If my friends know something is bothering me, they ask me about it.	1	2	3	4	5